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1903

Report of The School Board



1903



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EVERETT

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CITY OF EVERETT. *Mass.*

ANNUAL REPORT

Board of Education

OF THE

SCHOOL BOARD

FOR THE YEAR ENDING DECEMBER 31, 1903.



THE WHITE PRESS,
BOSTON,
1904.

ANNUAL REPORT

OF THE

SCHOOL BOARD.

Members at Large.

James E. Freeman	Term expires January, 1904
122 Cottage Street.	
Belle D. Curtis, M.D.	Term expires January, 1906
609 Broadway.	
Alexander Knox	Term expires January, 1905
4 Perry Place.	

Members from Wards.

Albert W. Lewis, Ward 1	Term expires January, 1905
135 Bow Street.	
Edwin H. Watson, Ward 2	Term expires January, 1904
181 Vine Street.	
John A. Bruce, M.D., Ward 3	Term expires January, 1905
699 Broadway.	
Benjamin Randall, Ward 4	Term expires January, 1904
23 Dean Street.	
George E. Hunt, Ward 5	Term expires January, 1906
50 Linden Street.	
Elmer E. Rideout, Ward 6	Term expires January, 1906
20 Hampshire Street.	

Organization.

Albert W. Lewis, Chairman.	U. G. Wheeler. Clerk.
U. G. Wheeler, Superintendent of Schools.	Telephone, Everett 52.

List of Subcommittees.

Accounts and Estimates.—Freeman, Hunt, Watson.
Schoolhouses and Supplies.—Lewis, Knox, Rideout.
Rules and Regulations.—Hunt, Watson, Freeman.

Teachers.—Watson, Curtis, Bruce.
 Text-books and Curriculum.—Rideout, Freeman, Knox.
 Music and Physical Culture.—Knox, Rideout, Randall.
 Drawing.—Curtis, Randall, Lewis.
 Manual Training.—Randall, Bruce, Hunt.
 Truancy and Attendance.—Bruce, Lewis, Curtis.
 Evening School.—Hunt, Lewis, Rideout.
 High School.—Watson, Rideout, Bruce.
 Adams School.—Knox, Watson, Randall.
 Centre School.—Curtis, Lewis, Randall.
 Devens School.—Rideout, Watson, Hunt.
 Franklin School.—Lewis, Rideout, Curtis.
 Glendale School.—Freeman, Bruce, Curtis.
 Hancock School.—Randall, Bruce, Freeman.
 Lafayette School.—Bruce, Randall, Freeman.
 Lincoln School.—Knox, Randall, Hunt.
 Mt. Washington School.—Curtis, Watson, Lewis.
 Nichols School.—Freeman, Knox, Rideout.
 Horace Mann School.—Bruce, Freeman, Watson.
 Warren School.—Lewis, Curtis, Watson.
 Webster School.—Randall, Hunt, Curtis.
 Winslow School.—Hunt, Knox, Bruce.
 Winthrop School.—Rideout, Freeman, Knox.

FINANCIAL REPORT.

A statement of the expenditures under the direct control of the School Department.

RESOURCES.

Original appropriation . . .	\$136,000 00	
Receipts, sales books, supplies . . .	280 20	
Receipts, evening school . . .	111 00	
Receipts, State Board of Charity . . .	105 50	
Receipts, tuition	37 50	
Receipts, refund on overcharge . . .	3 60	
	<hr/>	\$136,537 80
Overdraft		4,758 24
		<hr/>
		\$141,296 04

EXPENDITURES.

Salaries, superintendent and teachers . . .	\$95,625 25
Salaries, janitors and truant officer . . .	11,229 41
Support of evening school	1,555 81
General maintenance:	
Incidentals	1,823 67
Furniture	545 60
Water and lighting	933 93
	<hr/>
<i>Amount carried forward,</i>	\$111,713 67

<i>Amount brought forward,</i>	\$111,713 67
General maintenance:	
Expressing	236 96
Printing	179 85
Fuel	13,357 44
Repairs	5,087 06
Text-books	5,193 56
Supplies	5,527 50
	<hr/> \$141,296 04

SCHOOL PROPERTY.

REAL ESTATE.

School.	Building.	Land.	Total.
High	\$64,000 00	\$4,400 00	\$68,400 00
Adams	15,000 00	1,970 00	16,970 00
Centre	25,000 00	7,000 00	32,000 00
Devens	15,000 00	7,500 00	22,500 00
Franklin	6,500 00	1,800 00	8,300 00
Glendale	15,000 00	6,000 00	21,000 00
Hancock	13,500 00	2,000 00	15,500 00
Horace Mann	65,000 00	10,930 00	75,930 00
Lincoln	31,000 00	4,640 00	35,640 00
Lafayette	15,000 00	2,800 00	17,800 00
Mt. Washington	12,000 00	4,800 00	16,800 00
Nichols	20,000 00	4,560 00	24,560 00
Warren	22,000 00	2,400 00	24,400 00
Webster	27,500 00	Included in parks.	27,500 00
Winslow	11,000 00	5,400 00	16,400 00
Winthrop	13,000 00	2,000 00	15,000 00
Lafayette ⁿ addition, unfinished	14,000 00	3,000 00	17,000 00
Glendale Street School, unfinished	18,000 00	8,000 00	26,000 00
Total	<hr/> \$402,500 00	<hr/> \$79,200 00	<hr/> \$481,700 00

PERSONAL PROPERTY.

Furniture	\$24,000 00
Books	11,000 00
Apparatu s	5,500 00
Material	2,500 00
	<hr/> 43,000 00
Total	<hr/> \$524,700 00

In Memoriam.

In the passing away of Miss Sarah E. Hammond, on February 8, 1903, there went from our midst an earnest, conscientious teacher, whose devotion to her work was a source of inspiration to her fellow-teachers. She was a loving, thoughtful daughter and sister, a kind, sympathetic companion, and possessed of such a modest nature that but few knew of her rare literary gifts, or that she was for several years a contributor of valuable articles to different magazines of note.

In Memoriam.

CHARLES B. JACKMAN,
JANITOR LAFAYETTE SCHOOL.

DIED AUGUST 16, 1903.

REPORT OF THE SCHOOL BOARD.

To His Honor the Mayor and City Council of Everett:

The report of the Superintendent herewith appended contains a full statement of the work and needs of the schools, and any further discussion or presentation of these matters by us seems unnecessary. We heartily approve of the Superintendent's report of his work in the schools for the past year, and fully believe that we are justified in the assumption that the Everett schools were never in a more satisfactory condition than at the present time.

We regret that an overdraft has been necessary to cover the expenses for the current year. This, however, occurred through no fault of the Committee or lack of foresight on their part. The result is due entirely to the coal famine of last winter. This was understood from the beginning, and an amount was asked for, which, had it been granted, would have enabled us to close the year with no deficit.

It is our purpose to carry on the work of this department with the strictest possible economy consistent with the highest efficiency. The amounts called for from year to year are based on the most careful estimates, and results have repeatedly demonstrated their correctness.

ELMER E. RIDEOUT,
BELLE D. CURTIS, M.D.,
ALEXANDER KNOX,

Committee on Annual Report.

TABLE I.—TOTAL EXPENDITURES.

Financial Year ending Feb. 28; Dec. 31, after 1880.	Superin- tendence.	Salaries of Teachers.	Salaries of Janitors.	Fuel.	Furniture.	Text-books and Supplies.	Repairs and Additions.	Inciden- tals.	Total Expen- ditures
1870-71.....	\$300 00	\$5,763 41	\$294 25	\$293 40	\$536 67	\$198 32	\$837 72	\$220 15	\$8,443 92
1871-72.....	250 00	6,388 90	326 00	297 70	931 80	274 14	614 44	248 56	9,331 54
1872-73.....	300 00	8,209 06	427 32	358 00	935 60	392 37	640 74	180 13	11,443 22
1873-74.....	*	8,640 00	445 55	353 13	682 37	273 90	193 45	389 74	10,978 14
1874-75.....	*	9,570 00	557 79	556 63	627 00	350 56	1,312 55	619 57	13,594 10
1875-76.....	*	10,192 50	651 33	616 00	18 00	333 40	†2,086 74	854 20	14,752 17
1876-77.....	*	9,018 00	630 00	468 93	62 65	302 69	439 56	223 87	11,154 70
1877-78.....	*	8,351 00	630 00	412 10	97 47	191 81	415 45	460 32	10,558 15
1878-79.....	*	8,277 87	634 67	466 44	59 70	314 64	423 51	413 80	10,590 63
1879-80.....	*	8,261 00	639 97	495 48	52 62	362 58	302 31	417 38	10,535 31
1880-81.....	*	8,454 50	663 66	583 29	192 48	278 99	262 31	379 28	10,814 51
1881**.....	*	7,428 90	593 95	723 93	178 30	181 70	259 19	528 64	9,893 41
1882.....	*	9,990 50	831 54	906 06	407 33	458 87	569 36	278 22	13,441 88
1883.....	*	10,750 75	913 80	883 25	105 40	325 91	561 30	282 84	13,823 25
1884.....	700 00	11,681 75	1,000 04	788 65	600 10	1,811 30	959 68	461 09	18,002 61
1885.....	300 00	12,665 00	1,168 00	879 00	1,117 00	1,494 29	700 00	665 94	18,989 23
1886.....	200 00	13,416 88	2,239 58	908 05	788 75	1,350 73	740 96	482 77	19,127 72
1887.....	*	14,527 50	1,416 67	1,183 52	677 82	1,494 64	727 66	884 48	20,912 29
1888.....	*	15,300 00	1,591 66	1,714 00	416 24	1,732 69	1,106 75	865 15	22,626 49
1889.....	*	16,790 63	1,724 99	1,737 50	931 99	1,997 43	1,252 65	1,620 28	26,055 47
1890.....	*	19,081 13	2,129 59	1,557 90	581 64	2,150 28	1,850 81	1,385 24	28,736 59
1891.....	1,500 00	22,549 75	2,299 99	1,783 55	760 70	2,656 28	†1,844 83	1,424 47	34,854 45
1892.....	1,590 00	28,198 00	2,647 30	2,938 38	2,172 97	5,093 17	†5,374 68	1,403 57	49,418 07
1893.....	1,650 00	34,184 84	3,170 75	3,727 24	***3,328 34	3,986 12	3,570 21	1,917 24	55,445 10
1894.....	1,800 00	42,254 92	3,969 89	3,400 35	††1,784 30	5,325 37	2,411 44	2,470 71	63,416 98
1895.....	1,800 00	47,848 43	5,410 99	3,154 46	785 00	5,333 35	3,111 20	3,216 41	70,659 84
1896.....	1,880 00	52,374 93	6,273 49	2,989 27	889 86	6,444 15	3,535 64	2,678 74	78,944 35
1897.....	2,100 00	58,750 25	6,717 00	4,862 68	2,364 89	7,229 73	3,935 53	3,775 28	\$89,735 36
1898.....	2,350 00	65,330 27	7,349 06	4,250 73	445 66	4,984 27	4,986 92	3,823 57	94,429 08
1899.....	2,500 00	71,313 25	8,543 45	5,330 25	364 48	6,475 42	4,451 88	2,802 10	102,771 94
1900.....	2,500 00	77,295 61	9,156 25	5,273 54	715 31	7,863 44	4,739 74	3,339 19	111,985 92
1901.....	2,500 00	82,249 25	9,737 39	5,980 36	825 92	8,944 40	6,057 38	3,655 90	121,219 72
1902.....	2,380 00	88,094 67	10,622 66	2,957 19	853 06	12,194 47	4,254 71	4,019 77	125,376 53
1903.....	2,320 00	93,305 25	10,829 41	††13,357 44	545 60	10,721 06	5,087 06	3,170 41	141,296 04

*Paid from Salary Fund.

†Including \$1,249.06 for finishing upper story of Locust Street Schoolhouse.

**For ten months, financial year ending December 31.

††Including \$859.48 for new boiler at Centre.

‡Including \$1,771.40 for new sanitary at Devens, \$524.49 for finishing new room at Centre, and \$378.87 for a new room at Winslow.

***Including \$3,000 for furnishing High School.

†‡Including \$1,500 for furnishing the Hancock and Winthrop Schools.

||Including \$6,485.14 for fuel of 1902.

\$including \$1,500 paid on 1896 bills.

TABLE II.—EXPENDITURE PER PUPIL.—DAY SCHOOLS.

Based on Membership.

Financial Year Ending Feb. 28; Dec. 31, after 1880.	Whole Number School Children May 1; Sept. 1, after 1898.	Average Number Pupils.	For Teachers.	For Janitors.	For Fuel.	For Text-books and Supplies.	For Furniture.	For Repairs.	For Incidentals.	Total Cost per Pupil. Average Membership
1870-71	432	.....	.....	.....	.....	.....	.....	.....	.....	.....
1871-72	503	.....	.....	.....	.....	.....	.....	.....	.....	.....
1872-73	541	432	\$19 00	\$0 98	\$0 82	\$0 90	\$2 16	\$1 48	\$0 41	\$27 18
1873-74	600	481	17 96	92	73	56	1 41	40	81	22 82
1874-75	618	501	19 10	1 11	1 11	69	1 25	2 61	1 23	27 13
1875-76	677	518	19 67	1 25	1 18	64	03	3 99	1 64	28 47
1876-77	702	556	16 21	1 11	84	54	11	79	40	20 06
1877-78	724	573	14 59	1 09	71	33	17	72	80	18 46
1878-79	744	611	13 46	1 03	76	51	09	69	67	17 33
1879-80	734	648	12 74	98	76	55	08	46	46	16 28
1880-81	764	687	12 30	96	84	40	28	38	55	15 74
1881*	832	715	10 38	83	1 01	25	24	36	73	13 83
1882	879	743	13 44	1 11	1 21	61	55	76	37	18 09
1883	912	825	13 03	1 10	1 07	39	12	68	34	16 75
1884	965	882	13 24	1 19	89	2 04	68	1 08	52	20 41
1885	1,039	987	12 83	1 18	89	1 51	1 13	70	68	19 40
1886	1,145	1,083	12 39	1 14	84	1 25	73	68	45	17 66
1887	1,217	1,141	12 73	1 24	1 03	1 31	59	63	77	18 32
1888	1,415	1,305	11 72	1 22	1 31	1 33	32	85	66	17 34
1889	1,659	1,484	11 31	1 16	1 17	1 34	62	84	1 09	17 33
1890	1,847	1,873	10 19	1 14	83	1 15	31	99	74	15 14
1891	2,173	2,160	10 43	1 06	82	1 23	30	85	66	15 94
1892	2,541	2,337	12 06	1 13	1 25	2 18	92	2 29	60	20 97
1893	2,724	2,598	13 16	1 22	1 44	1 53	1 28	1 37	74	21 18
1894	3,040	2,906	14 54	1 36	1 17	1 83	61	82	85	21 62
1895	3,300	3,291	14 54	1 64	96	1 62	23	95	98	21 33
1896	3,638	3,600	14 54	1 74	83	1 79	24	98	74	21 83
1897	3,713	3,791	15 49	1 76	1 28	1 91	61	1 03	99	23 42
1898	4,175	4,171	15 66	1 76	1 02	1 17	11	1 20	92	22 42
1898-99	4,381	4,311	16 54	1 98	1 24	1 50	03	1 03	65	23 60
1899-00	4,381	4,602	16 79	1 98	1 14	1 70	15	1 03	72	24 09
1900-01	4,456	4,943	16 61	1 97	1 20	1 80	16	1 22	70	24 05
1902	4,352	5,273	16 70	1 97	56	2 09	16	87	76	23 77
1903	5,034	5,562	16 77	1 94	2 40	1 92	09	91	57	25 40

*Ten months.

STATISTICS.

BUILDINGS.

Containing fourteen rooms	.	.	.	.	.	.	.	1
Containing ten rooms	.	.	.	.	.	.	.	1
Containing nine rooms	.	.	.	.	.	.	.	2
Containing eight rooms	.	.	.	.	.	.	.	6
Containing four rooms	.	.	.	.	.	.	.	5
High School	.	.	.	.	.	.	.	1
Total	.	.	.	.	.	.	.	16

SCHOOLS.

High School rooms	.	.	.	.	.	.	.	16
Grammar School rooms, grades 4 to 9	.	.	.	.	.	.	.	69
Primary School rooms, grades 1 to 3	.	.	.	.	.	.	.	42
Evening School rooms (also used by Centre Grammar and High)	.	.	.	.	.	.	.	5
								132

TEACHERS.

Number employed	Men.	Women.	Total.
In High School	4	12	16
In Grammar Schools	4	76	80
In Primary Schools	0	64	64
In Evening Schools	5	3	8
Music	1	0	1
Drawing	0	1	1
Sewing	0	2	2
Manual Training	0	1	1
Total	14	159	173

PUPILS.

	1901-02.	1902-03.
Number enumerated September 1 between ages of five and fifteen years	4,352	5,034
Whole number enrolled during the year	5,533	6,432
Number over fifteen	442	521
Number between five and fifteen	5,150	5,867
Number between seven and fourteen (age taken September 1)	3,720	4,005

School	Whole No. Enrolled.	Average Membership	Average Attendance	Per Cent Attendance	Days of Absence	Cases of Tardiness	Visitors
Adams	242	191.47	182.51	95.31	1,585½	271	91
Centre	447	378.93	351.68	92.80	4,183½	603	185
Devens	554	479.66	451.58	94.14	5,047½	434	616
Franklin	215	186.43	174.83	93.78	2,009	189	48
Glendale	549	427.85	403.44	94.29	4,328½	560	365
Hancock	273	212.07	195.41	92.59	2,714½	549	154
High	361	315.03	301.73	95.74	2,464	418	64
Lafayette	219	183.69	173.46	94.43	1,709½	122	140
Lincoln	403	360.59	343.60	95.28	3,023½	324	170
Horace Mann	712	667.22	632.91	94.84	7,231	616	724
Mt. Washington	422	381.71	361.67	94.74	3,582	419	323
Nichols	389	316.97	304.09	95.93	2,301½	332	247
Warren	456	371.19	350.78	94.50	6,154	198	140
Webster	531	455.57	434.93	93.27	5,314	398	167
Winslow	425	372.16	351.38	94.41	4,362½	477	257
Winthrop	236	195.87	186.04	94.98	1,712½	127	128
	6,434	5,496.41	5,200.04	94.60	57,723	6,037	3,819

	COST.	
	1901-02.	1902-03.
Total amount available for school purposes	\$125,379 66	
Amount expended	125,376 53	\$141,296 04
Cost for each child (basis average membership)	23 77	25 40
Paid for teaching (day schools)	88,094 67	93,305 25
Cost of teaching each pupil (basis average membership)	16 70	16 77
Expended for text-books and supplies	12,194 47	10,721 06
Cost of supplies and text-books per pupil (membership) includes manual training supplies	2 09	1 92

SUPERINTENDENT'S REPORT.

To the School Board:

I hereby submit to you my second report as Superintendent of Schools, it being the thirteenth in the series of superintendents' reports.

The most gratifying feature of the year's work to me has been the complete harmony that has prevailed among all connected in any capacity with the schools. In no department is such a condition of greater importance than in the administration of school affairs. I do not attribute this result to any administrative wisdom or directive genius on my part, but rather to the noble endeavors and high ideals of the teachers, and to the integrity and single mindedness of the School Board. It is a great honor to be connected with such an educational force, and to be thus happily situated inspires one to his highest endeavor in carrying on the work intrusted to him. It has been my earnest purpose to meet all responsibility courageously, to deal justly with all and to give the best service I can possibly render.

SCHOOL ACCOMMODATIONS.

At the opening of schools in September we again had to meet the problem of insufficient school accommodations. We had at least five hundred more pupils than the present schoolrooms would normally accommodate. Instead of hiring vacant stores as heretofore, we met the difficulty by placing many of the first and second grades on half time, with separate teachers in charge of each division. While this plan has not been entirely satisfactory to all parents, they have accepted it cheerfully, realizing that it was the only feasible plan to follow. At present

we have twenty-four half-time schools, besides several other classes so large as to require an assistant. To continue this plan indefinitely would be unwise, but as a temporary relief it is much better than to put children into stores or other rooms entirely unfit for such purposes.

Happily the necessity will not exist another year to any great extent. The addition to the Lafayette School, soon to be completed, and the new building under process of construction on Glendale Street, will make it possible to properly care for all the children next year except in one or two districts. Unfortunately this makes provision only for the immediate present. Already the High School is crowded, and in one or two years at the most it will be impossible to accommodate all the pupils in the present building. What to do then is a question that should early occupy the attention of the people. The Warren district, as well as East Everett, will also soon need more room. Even now we have the first grade on half time in the Warren district and with further increase there, it will soon be a serious problem to care for all the children. In some places it is possible to get relief by sending children from one district to another, but here, owing to remoteness of location, such a plan is hardly feasible. We hope the new school will so relieve the Horace Mann that this in turn can relieve the Webster and Mt. Washington. Whether this will be possible remains to be seen next September. It looks somewhat doubtful, and at best could only do so for one year, when other accommodations will have to be provided or we shall be obliged to go back to half-time schools. The Winthrop School is also crowded, and soon a makeshift will have to be made there.

It would seem wise to look the whole situation over in the light of future needs, and early make such plans as will afford the necessary relief to all parts of the city.

GRADING AND PROMOTING.

That there are those who look upon the passing of the ungraded school with disfavor, is evident from the frequent criticism expressed concerning the present graded-school system. Some of these criticisms are just, and no one will deny but

that the ungraded school did possess not a few very strong features. In these schools individuality had free scope, the habits of perseverance and industry were developed, and in many cases foundations were laid for strong manly characters. From such schools have come men who have been our greatest leaders in all walks of life. However, we could not, if we would, go back to the ungraded school. We could not, for in the thickly settled school centres it would be impossible, in any practical sense, to care for the children in the old way; and we would not, for with all their good features there were many serious defects.

Nor are we ready to admit the justice of all the criticisms of the graded schools. There are grave defects; but much of the criticism is unjust, and is made without a mature consideration of the matter, or a thorough knowledge of all the conditions.

There are many who hold that the average grammar school graduate of to-day is, in most essential points, vastly inferior in intellectual attainments to the boy or girl of the same age who years ago represented the product of the ungraded school. I cannot believe that this assumption is correct, and my belief is founded on a personal knowledge of the products of both kinds of schools. The old education was very narrow, and yet the drill in some lines was exceedingly thorough. Many of the pupils were good spellers, fair readers, and quite proficient in "ciphering," but beyond this their knowledge was very limited.

Then too, in judging of present school results, we forget, in making our comparisons, how immature and ignorant we were at the age of fourteen or fifteen. We pursue a higher education, are developed and matured through the experience of many years of active life, and wonder why our boys and girls seem so immature and know so much less than we do. Our knowledge of the past is colored by all the experience and wisdom that have come to us in these advancing years, and our criticism of the present is correspondingly distorted. Let us not, then, indulge in any unfavorable comparisons, but endeavoring to discover the weaknesses of the present plan, it should be our purpose to strengthen these weak places.

The chief defect of the graded school, as generally administered, is that it does not properly provide for the individual differences of the pupils. As teachers differ greatly in knowl-

edge, power and skill, even more do pupils differ in acquirements, aptitude and power, and are variously affected by home conditions and regularity of attendance. The present plan is to put forty or fifty of such dissimilar children into a room together and attempt to move them all along at the same rate. It is like putting a heterogeneous collection of humanity into an intellectual hopper, turning the crank and expecting to grind out equal results. We stifle individuality, and try to produce symmetrical groups, as if God intended all children should be made alike.

It is a fact well known to all teachers, that in nearly every class of forty or fifty pupils, there are at least three well-defined groups, according to capacity: the bright third, the average third, and the slow third. By our present plan it is clearly out of the question to do full justice to each of these groups. We do the best we can to get them all over the same ground, and it is quite a common practice to handle them all in one class. Under this arrangement at least half of the class must suffer, and many are seriously injured. Either some are not working up to their full capacity, or others are being dragged over work beyond their capacity, and which does them but little good.

If the course of study is graded for the slow pupil, great harm is done to the bright ones, who are capable of advancing more rapidly. These not only waste time, but are acquiring habits of idleness and inattention which are demoralizing to themselves as well as to the discipline of the school. If the course of study is made for the bright pupils, then the slow pupils are dragged over work they do not understand, and are often carried through a grade with little profit to themselves. They get discouraged and drop out, or make up our large number of left-overs, while every year it is necessary to promote many who are not prepared for the advance step. If the course of study is graded to the capacity of the average pupil, we are still doing harm to an equal number of children.

This defect is now generally recognized, and the problem of the graded school is being studied as never before. Various plans have been developed, some of which are in successful operation in as many different places. The "Cambridge" plan provides parallel courses of study, so the bright pupils may

pass through the grades in one, two or three years less time than is required for the slower ones. Shorter class intervals have been tried, with promotions twice a year or oftener. This brings the classes nearer together in their work, and renders it easier for pupils to skip a class. In some places an ungraded room is opened in the larger buildings, where pupils who need special help stay for a longer or shorter time, some to be returned to their classes in good standing, while others are promoted to a higher grade. At Batavia, N. Y., a plan is in successful operation that is receiving considerable attention from educators. It grew out of the necessity of caring for very large classes. In such cases two teachers are working in the same room, one devoting the most of her time to individual instruction. The results of this, as reported, have been most gratifying. Not only has it solved the question of crowded schools, but it has also done away with nearly all the left-overs. Any plan that will do this is certainly worthy of careful consideration. In most places, from seven to ten per cent of the children in the primary and grammar schools are not, at the end of the year, fully prepared for the work of the next grade. If it were possible to bring these up to grade and promote them each year, it would be more economical to do so than to supply the teachers necessary to keep them two years in a grade. Not only so, but they would finish their course so much sooner, and thus more quickly become wage-earners,—a matter of no small consideration.

Another plan that is also attracting wide attention is the one practiced at Elizabeth, N. J. It is based on the grouping of children according to capacity, and allowing each group to advance just as fast as possible.

Feeling that the schools exist for the pupils,—and for all of them, instead of a part,—we have been studying the situation very carefully this year, and working along lines which we hope will secure the highest interest of the greatest possible number of children. It is evident that only when pupils are working to their full capacity are they receiving the full benefit due them. If a class can be so grouped that the bright ones are pushed to their limit, while at the same time the slow ones are given just the kind and amount of work they can do well, then all are

receiving the highest possible benefit for the effort expended. Any other result is robbing the child of his just dues. To this end the classes have been divided into groups, varying in number and size, according to grade, and no attempt is made to have the different groups do uniform work. In addition to this a certain time is set apart by the teacher for individual instruction, for the benefit of those needing such assistance. In many cases, principals and assistants have taken small groups out of the room for special work. Also, during the time when the Lafayette School was closed, these teachers were set to work in the different buildings in the way suggested above. These results have been carefully watched, and the reports are very encouraging. In many cases, pupils who have been considered hopelessly dull have, by this individual instruction, been led to such an understanding of their work, and given such inspiration and encouragement, that they are now doing surprisingly good work. Enough has been accomplished to demonstrate the value of the plan and to warrant us in continuing it so far as circumstances will permit. I am thoroughly convinced that it would be highly economical to have an extra teacher in each of the larger buildings, whose time would be fully occupied with special individual work in the various rooms.

TEACHERS.

In my last report I emphasized the supreme importance of exercising the utmost care in selecting and retaining the best teachers possible for the salaries paid. In this way only can our schools be made to serve the highest interest of the pupils, and give adequate returns for the cost of maintenance. According to the present rules of the School Board, a teacher, to be placed in full charge of a room, must be a Normal graduate with one year's experience, or to have had not less than three years' successful experience in other places. Normal graduates or other teachers of limited experience may be employed as assistants, and if their work is entirely satisfactory, may after one year be appointed as regular teachers. In this way we are able to give employment to all local candidates who have educated themselves for teachers, and who show ability and aptitude for successful work. In selecting our assistants, preference is

always given to Everett girls, and, contrary to current criticism, none are refused an opportunity to prove their fitness for teaching.

It is the desire and purpose of the Superintendent and principals, by kindly criticisms and advice, to help and inspire such teachers to become successful, and no adverse recommendation will be made until it becomes apparent that the teacher is unable to bring her work up to the standard required. When such a condition is evident, then, in justice to the children, a change must be made, and no local, political or personal consideration should be allowed to stand in the way of duty. I am glad to say that the number of teachers whose work does not reach a passable standard is small, and by exercising sufficient discrimination in selecting teachers, failures should be very rare.

I believe that our teachers were never working more conscientiously and harmoniously than at present. There seems to be a contented and happy spirit prevailing, which means much for the success of our schools. Teachers are recognizing the needs of the children, as individuals, as never before, and are striving most earnestly and loyally to meet those needs. Under such circumstances the schoolrooms are becoming busy centres of mental activity, dominated by a feeling of cordial good-will; the children are happy in their work, and are working in most cases up to the limit of their capacity. It is an inspiration to visit the schools and observe the interest manifested by the children, and to see how gladly and readily they respond to the efforts of the teacher.

There have been fewer changes than usual during the past year, especially in the upper grades. This is partly accounted for by the fact that the maximum salary has been slightly raised. We are thus able to keep some teachers who would otherwise have accepted places elsewhere. Even now our salaries are lower than in the surrounding cities, but for the slight difference many of our teachers are unwilling to change, as has been demonstrated in several cases by their refusal to accept offers in other places. I hope this feeling will prevail to such an extent that we shall have even fewer changes next year than this. Every change is an experiment, and when teachers are doing good work it is wise to make as few changes as possible.

I do not wish to imply that our teachers or our schools are perfect. Far from it; and the teachers would be first to disclaim such an assumption. But I do hold that we have good schools in Everett, as good as they will average in most any city or town in the state. Not all teachers are doing equally satisfactory work, but all are striving to make their work a success. We are all fully aware of the poverty of results in certain directions, but we are studying the situation carefully to discover the weak places, to the end that we may build up the schools and improve the results.

SCHOOL WORK.

It is not easy to measure with exactness the amount of work accomplished in our schools, or to be always sure of its quality, but I feel confident that the results are, in the main, satisfactory. The work of the past year has been characterized by an earnest desire on the part of all to make the Everett schools as good as possible. That the schools have not deteriorated, we feel sure; that they have advanced, is our hope. Whatever changes have been made are along the lines of teaching the subjects already recognized as a part of the curriculum. None of the old subjects have been discontinued, nor have we added new ones. It may be that we, in common with most other places, are attempting to give instruction in too many subjects in the grammar school. I sometimes think that such is the case, but when I consider what subjects may best be dropped, I find it exceedingly difficult to recommend. Each subject taught is important as a means of discipline to all, and is of direct practical value to some; in fact, is a necessity to those who are to seek a higher education. To plan an educational system which shall be of the greatest practical benefit to those who must leave school at an early age to take up the workaday duties of life, and at the same time to make due provision for those who are able to take the higher courses of study, is a very difficult problem.

While believing fully in the value of all subjects added to the grammar-school curriculum during the past few years, I still believe that we must not lose sight of the essentials, and must strive more and more earnestly to do definite and thorough

work in all subjects attempted. I doubt if many things poorly done, or even fairly done, will prove as valuable to the pupil as a few things thoroughly mastered. It is not so much the facts remembered, as the habits formed in acquiring, and the power gained through the acquisition of knowledge, that will prove to be of the greatest value to the pupil. These results ought to be obtained from any subjects properly taught.

It is certainly a very difficult matter to arrange programs so that all the subjects may have a place, and each receive the amount of time its importance demands. In the upper grammar grades, where a dozen subjects are studied during the year, the time is so largely taken up with recitation work, that home study, to a limited extent, becomes necessary. It might be wise to make some readjustment, so that some of the subjects would not be required throughout the entire year, thus lessening the burden at any one time. Assuming that all are interested in the work of the schools, I give a brief outline of the scope and purpose of the work in some of the important subjects.

Reading.—No subject in the whole curriculum is more important than this. Possibilities in other subjects rest largely upon the ability of the child to read understandingly. In the primary grades the emphasis is largely upon this subject, and it is here that the foundation is laid for independent and successful results. The Ward system is the basis of our work, which, though a happy combination of sentence and phonetic work, rapidly builds up a large vocabulary, and gives the child power to pronounce new words. At the same time, a large amount of supplementary reading is provided, interesting and simple in character, for the purpose of developing expression and fluency. In the intermediate and grammar grades more attention is given to the literary value of the reading matter selected. Our aim is not only to make good readers, but to cultivate a taste for the reading of good books, which is a matter of the very highest importance.

Writing.—About ten years ago a strong reaction set in against the extreme slant and somewhat ornamental system then in use. Not only were the results then unsatisfactory, but the method itself was considered unhygienic. As a result, a vertical system with a plain and simple style of letters was very generally

adopted. This gave us an exceedingly legible handwriting, but almost entirely lacking in individuality. While all recognized its advantages and hygienic qualities, it soon became evident that this kind of writing could not be produced with sufficient freedom and speed. Quite recently another reaction has become evident, and the present tendency seems to be from the strict vertical to the medial, or semislant, system, which retains the simplicity of the vertical. This last change has been made in the interest of speed and execution. Influenced by these considerations, the Committee adopted the Morse System of Medial Writing. This has been in use but a short time, but long enough, we think, to encourage the belief that the change was a wise one. It will take a little time to recover from the demoralization of the introduction of a new system, yet in the end the results will be satisfactory.

Any acceptable system of penmanship must easily give two very definite results; namely, legibility, and a fair degree of speed. Legibility with the finger movement can be secured by any system, but speed can only come through movement writing. In the first three grades we aim to secure legible writing without movement. In the fourth grade forearm movement exercises are assiduously practiced. In the fifth grade pupils will be able to make an application of these exercises in their regular written work, and by a continuation of this practice become, in the ninth grade, able to write a good hand with speed and with movement. These are results that are produced in all business colleges, and which are demanded in practical business life.

Spelling.—In the schools of the past, spelling was a hobby. To see the misspelling so common in our school work to-day, leads us to wonder if we are maintaining the standard set by our fathers. If not, I hardly think it is because the subject is neglected. In all grades this subject is given due prominence. The larger amount of written work required in school now calls for a larger range of spelling ability than formerly, and renders any comparison untrustworthy. We doubtless do have less oral spelling, and certainly less spelling matches, but, judging from the notes received from parents, it would seem as though most of the boys and girls can spell as well as their fathers and

mothers could have done at the same age. Be that as it may, the results are less perfect than we could wish, and I am free to say that this subject needs our most careful attention. Some years ago spelling books were held in disfavor in many places, and an attempt was made to teach spelling in connection with other subjects. In our schools this subject holds an important and independent place, and receives its full share of attention.

Arithmetic.—Probably more emphasis and time have been given to this subject than to any other in the whole school curriculum, and yet, in one sense, the results are not satisfactory. While the importance of training in this line has undoubtedly been overestimated, the fact remains that it is considered by the general public as the most important and practical of all our grammar-school studies. It is true that the average citizen, and even the business man, in actual experience, makes use of only a limited amount of arithmetical knowledge, yet there are certain fundamental processes and principles which it is necessary to know, and to be thorough and accurate in the application of them. This much the schools must furnish, or become open to just criticism. It seems like a simple matter, but experience shows that it is one of the most difficult requirements we have to meet. Our failure lies in the difficulty of securing absolute accuracy in working out known processes, and in readily and correctly applying these processes to matters outside the regular text-book work. At present our efforts are devoted to the securing of these results, and we hope to be increasingly successful.

This work receives a large share of attention for eight years, beginning in the second grade. The books in use are based on the "Spiral" plan, in which simple exercises and drill are given in nearly all topics through all the grades, the work increasing in difficulty as the grades advance. By this plan a pupil dropping out of school in the sixth grade has been given a knowledge of all the processes that he will ever have occasion to use, and those who remain continue their drill on the same topics. Mental arithmetic is given great prominence, and throughout the grades special emphasis is placed on the most important and practical topics.

Geography and Language.—The work in these subjects is, at present, in a transitional stage, incident to a change in textbooks, and preparation of new courses of study to accompany the books adopted. Quite radical changes are contemplated in the new courses, and we are confident that these changes will result in more intelligent work and produce better results.

History.—In this subject we are following the course of study printed in the school report two years ago, and the results are highly satisfactory. In the lower grades the work is carried on by means of biographical and historical stories, read or told by the teacher, or read by the class. In the seventh grade the formal study begins, and American and English history are studied in each of the three upper grades. Time is altogether too limited to do full justice to any particular period of our own history, and when we consider the rapid rate at which history has been made during the last few years, and is now being made, we can but wonder how the children of the future generations will be able to master even the leading events of the world's history. Minute details must inevitably give way to a consideration of the general trend of successive events and their interpretation in the light of national development and industrial progress.

The observance of historical holidays is an interesting and valuable part of the work, and helps greatly to develop and foster a spirit of reverence and loyalty for the vital principles of our government. Memorial Day is made particularly interesting and impressive by the presence of the G. A. R. members specially detailed to visit the schools and to address the children.

Music.—“To educate you must train the powers of observation and refine the taste; you must stimulate the imagination, and, more than all, you must touch the spirit. Music does this, and does it in a pleasing way. Plato says: ‘Music gives a soul to the universe, charm to sadness, gaiety and life to everything. It is the essence of order and leads to all that is good, just and beautiful, of which it is the invisible but, nevertheless, the eternal form.’ In every phase of life it is a recognized power. No social function, no civic event, no form of worship is complete without it.

“If these things be true, it is a manifest duty that every one

who can should be brought within reach of this influence. The man or woman indifferent to music is an immeasurable loser. So great are the advantages of musical instruction, that it seems unjust to deprive any of its privileges. It is rather the misfortune than the fault of music if it is not understood and appreciated by the great majority of people. The object of music in our schools is to bring the child a knowledge of the essential principles of the study, which shall enable him to appropriate from the field of music the ideal of thought, and deepen intellectual and moral character. Music is an exact science. No other study is so absolutely dominated by exactness. Its rules are inexorable.

“This study, like no other, develops every side of the child’s nature. I believe the daily vocal drill in our schools is a healthful exercise, including correct position, expanding the chest and lungs, developing the organs of speech, improving the enunciation, and teaching how to use and, above all, to save the singing voice. From this exercise the child acquires a conformity to strict and systematic drill,—that characteristic of the soldier so much admired. He learns to do quick and accurate work with thorough concentration. He cultivates a clear and definite appreciation of rhythm; he learns to listen and discriminate, thus laying the foundation for the intelligent enjoyment of good music. The beautiful songs sung are in themselves an uplifting influence, tending to train the child’s imagination, filling the mind with true and wholesome thought.”

Accepting the above characterization as true, even in part, it would seem as though no further justification was necessary in claiming that music is one of the most important subjects taught in our schools, and in feeling that it should receive a large share of attention. Its influence is more far-reaching than arithmetic, and its practical benefits are no less important. I am sure that no one who has visited our schools and heard the children sing, or who has attended the grammar or high school graduation exercises, and there enjoyed the more finished products in this line of work, will for a moment question the excellent results secured under the direction of Mr. Colburn. He has labored most assiduously and successfully to raise the standard of music in our schools. An inspiring leader of the teachers and

pupils alike, he has achieved a work that clearly attests his unqualified success.

Drawing.—Somewhat less time is given to this subject here than in many other places, but the results are very satisfactory. Miss Elliott has directed the work with enthusiasm and skill, demonstrating beyond a doubt her ability as a supervisor and teacher. Her report shows that the work has been conducted along the lines which were quite fully set forth in the report as printed last year. A little more time has been given to free-hand drawing, and an attempt has been made to correlate drawing with manual training.

Manual Training.—This work is proving an unqualified success, and it is matter of great disappointment to those in charge, that means have not been provided to extend its advantages to a larger number of pupils. The Subcommittee on Manual Training have taken great interest in the subject, have done all in their power to make it a success, and have made strenuous efforts to provide a way for its extension. From the beginning no special financial support has been granted, the expense so far having been met from the regular school appropriations. The desired support has not been withheld, as I understand it, from lack of sympathy with the movement, but from the necessity of the strictest economy in all departments. At the last meeting of the present School Board the Manual Training Committee presented a resolution embodying their desires in this matter. This resolution was adopted by the Board, ordered spread upon the records, and to be printed in this report. It reads as follows:

The Manual Training Committee for the years 1902 and 1903 desire to go on record in the following report: For two years your Committee have made a tentative introduction of manual training into our grammar schools, to the extent of giving good instruction in woodworking, so far as bench work goes. The results of this effort, as shown by our exhibitions and the improved attention to other branches of study occasioned by interest in manual training, and the confirmation by experts and others interested in educational matters, warrants our most sanguine hopes as to the good results which should follow its full introduction, which includes wood and iron working for the

boys, and cooking for the girls. According to law, the failure of the city enables the state to install manual training, as it may see fit, charging the expense thereof to the city. Attention to this law was called by Mayor Bruce in his last inaugural. While we regret that the city government failed to make any appropriation, and only a small amount could be drawn from the regular school appropriation, we are pleased at the result accomplished, and we wish to convey to our successors in this work our firm conviction that no greater good for the Everett schools and the scholars thereof can be accomplished than by the installation, in a thorough manner, of manual training; and we sincerely hope that our successors may have the desire and the power to extend our work both downward, to the lower grades, and upward, to the high school, giving power work in both wood and iron.

For the Committee on Manual Training,
(Signed) BENJ. RANDALL, *Chairman*.

EVERETT, December 23, 1903.

I wish to commend the work of Miss Hodge, to whose untiring and enthusiastic efforts the popularity and success of this department is due. She reports an unusual degree of interest among the boys, who are anxious not only to do the prescribed work, but who devote considerable time out of school hours in doing original work, using material furnished and paid for by themselves. Some improvements and further equipments are greatly needed in the present rooms, and means should be provided to give the seventh-grade boys the same opportunity that the boys of the eighth and ninth grades now enjoy, and also to extend the work to the high-school grades. That this will come in due time, we are fully confident, for I believe it is a matter in which the people are greatly interested.

Sewing.—One hour each week is given to sewing by the girls from the fifth to the eighth grade, inclusive. The girls all show great interest in this work, and the results are uniformly successful. The supervisors are capable and enthusiastic, and this department was never in better condition or more popular than now. In my opinion it would be wise to extend this work to the girls of the ninth grade.

SCHOOL EXHIBIT.

Last June an exhibition of school work in manual training, sewing and drawing was held in the hall of the Horace Mann School. This was largely attended, and all expressed themselves as well pleased with the different phases of the exhibit. The work was arranged so as to show the progressive plan of the course of study in the different grades. It was a success in every particular, and all who attended were thoroughly convinced of the artistic and practical value of such work.

ST. LOUIS EXPOSITION.

We have been asked to prepare some school work for the educational department of the St. Louis Exposition, and have prepared and sent written work to illustrate our course of study in history in all grades. These papers are of four kinds, as follows:

1. A few special papers, the best we could possibly get, which do not represent average everyday work, but which are designed to give a typical and comprehensive view of the scope and character of our course of study.

2. Partial sets of corrected and copied work, which will make up several bound volumes.

3. A few bound volumes of selected uncorrected, uncopied work.

4. Several pamphlet cases of full class sets of uncorrected work.

Teachers and pupils entered into this work with enthusiasm, and the results are beyond my most sanguine expectations. I am sure the exhibit will be a credit to this city, and compare favorably with similar exhibits from other places.

HIGH SCHOOL.

Years ago a large majority of pupils were content with a grammar-school education. Indeed, it has been but a very few years since the law was passed requiring all towns to maintain high schools. These have so grown in popularity, and so increased in efficiency, that it is now the ambition of nearly

all to graduate from the high school, and of many to aspire to a still higher education. Formerly, such a course was possible only to the well-to-do or wealthy; now it is free to all. This accounts for the very large increase in the high-school enrollment in all parts of the state. That the Everett High School has fully met all expectations, and demonstrated its popularity and value, is shown by the fact that the membership has increased 473 per cent during the past twelve years, while the population of the city has increased only 122 per cent. To day it ranks among the best high schools in the commonwealth,—a fact in which the citizens may justly take pride. It offers several courses of study, arranged to give the best possible training for active business life, or to satisfactorily prepare students for all colleges and technical schools.

Under the efficient management and inspiration of Mr. Rockwood and his excellent corps of teachers, our high school has become an intellectual, moral and social centre of the highest importance to this city. To properly foster this institution and provide conditions that shall enable it to maintain its high standard, and to adequately meet the increasing needs of the future, is a matter of vital interest to all, and one which should receive the immediate attention of those in a position to act.

More teachers are needed to do full justice to the present number of students, and the normal increase for the next year or two will emphasize the necessity for additional teachers. This need, and the difficulty of meeting it, is fully set forth in Mr. Rockwood's report, as follows:

MR. U. G. WHEELER,

Superintendent of Schools:

I hereby present the report of the high school for 1903. During the past year we have registered 566 pupils in our school, an increase of 104 over the preceding year. The Freshman class which came to us in September numbered 232, by far the largest entering class in the history of the school, and is largely responsible for the increase in our total registration, although the constantly increasing number of pupils who complete their course is no small factor in the size of the school.

This increase in students has suddenly brought us face to face with the question of accommodation. When our building was erected, a little over ten years ago, it was thought ample to meet all future needs of the high school; but so rapid has been the growth of the school, that to-day it is entirely inadequate in class-room capacity. This means not only a crowded condition physically, but, what is far worse, abnormally large classes, insufficient teaching force, and, consequently, a decrease in the quantity and quality of instruction, and a falling off in the efficiency of the school.

With a present registration greater than that of the Cambridge Latin High School, we are trying to do more complex work with the thirteen teachers than they are with twenty-four. While the disparity in the numbers composing the high-school teaching forces of Everett and Cambridge is probably greater than it would be in the comparison with many other cities of our commonwealth, yet Everett is near or quite at the head of the list in the number of pupils per teacher in its high school,—a condition which can bring but a single advantage: the low cost per pupil of secondary instruction in our city.

Classes of over fifty pupils in history, and of over forty in Latin, English, mathematics and science, need no comment; and yet if the Committee were to furnish an additional teacher, there is no room in which she can teach, unless the library or the office be given up to class-room work.

Should a move be made at once for increased accommodations, relief would come none too soon to meet the demands of necessity. Our building stands in the centre of the congested district, and could be utilized readily and at slight expense to relieve the grades of the Horace Mann, Nichols, Devens and Centre schools should it be deemed advisable to erect a new and more commodious building for the high schools.

The high school of to-day is a complex institution, with its varying interests and large elective courses. That school is most efficient which, while holding closely to high educational ideals, most nearly meets the needs of the community in which it is situated; and to do this it must touch the life of the people at every possible point of advantage,—morally, intellectually and socially.

In the rapid growth of our school there is reason to believe that it is fairly meeting the needs of the people in a city where a high-school education for the children often means no small sacrifice on the part of the parents. The distribution of the pupils in the various courses and the even selection of electives seem to indicate also that there is a pretty general demand for all subjects which are offered.

During the past year there have been but two changes in our study scheme: French has been introduced into the first year of the college course for such pupils as seem able to do additional work, and music has been made elective and now counts one point yearly in the requirements for graduation.

In the first instance, it is now too early to definitely forecast the result, but I believe that it will be a success.

In the second case, there can be no question. Of those who elected music, Mr. Colburn selected for his class those only whose voices, ability and attitude made it probable that they could do the work to advantage. There are, at present, over three hundred students in the chorus, and it is a real pleasure to note the work which they are doing under the direction of our competent teacher of music.

There has been but little change in our teaching force since my last report. Miss Flora G. Everest, who was graduated from the school in 1901, was engaged to assist Miss Brown in typewriting, and also to do a portion of the clerical work of the office; but so large are the classes that she is obliged to devote her entire time to the typewriting.

Miss Maria L. Jewett, who was the able head of the English department, resigned early in October, and Miss Maude Brown, English teacher at the Revere High School, was elected to fill the vacancy; and Miss E. Charlotte Rogers, of the Chelsea High School, was elected, at the same time, as assistant in science.

All three of these new teachers are doing commendable work.

I desire again to express my appreciation of the earnest efforts of my assistant teachers. Their loyal, hearty support has contributed in large degree to whatever of success our school has attained.

Very truly yours,

WILBUR J. ROCKWOOD.

EVENING SCHOOL.

An unusually large number of pupils have availed themselves of the privilege of the evening school this year, and a high degree of interest has been manifested in all the work. The patient, tactful efforts of the teachers mean much to the young men and women who, after a hard day's work, devote their evening to the attainment of knowledge which circumstances prevented them from acquiring in the day schools. Among the pupils are those who have already completed a grammar-school course and who are taking advanced work in stenography and typewriting, bookkeeping or mechanical drawing, thus fitting themselves for clerical positions or for better places in mechanical pursuits. In the elementary department there are many who have never had the advantages of schooling in this country, and are striving to acquire the rudiments of an English education. The zeal and industry shown by most of the pupils is highly commendable.

The only change in the plan of work this year has been the adoption of the Chandler system of stenography, and in having the classes in stenography and typewriting meet four nights a week instead of two, as heretofore. Results seem to indicate the wisdom of this change. The new system is the same as is taught in the day school, and pupils obliged to drop out of the day school can continue the work in the evening class. With four nights a week, it is not only possible for pupils to make double the advancement, but the interest and attendance are proportionately increased.

The enrollment in the different classes for the past term is as follows:

Bookkeeping	..	.	.	.	.	.	41
Drawing	.	.	.	.	.	.	36
Elementary	.	.	.	.	.	.	101
Stenography	.	.	.	.	.	.	48

ATTENDANCE.

I feel that a word is due to the faithful and efficient service rendered by our truant officer. His time is almost wholly given to this work, and he takes a personal interest in all cases

referred to him. If the attendance is not all that it should be no blame can be attached to Mr. Huntley, for he has done all that any such officer could do to maintain a high per cent of attendance. His report for the year is as follows:

EVERETT, December 21, 1903.

Superintendent and School Board:

I herewith submit the following report for the year ending December, 1903:

Schools visited	1,282
Absences investigated	1,718
Cases of truancy investigated	136
Found not attending school	28
Children arrested for truancy	0
Children sent away for truancy	0

Respectfully yours,

GEO. M. HUNTLEY,

Truant Officer.

Regularity and punctuality in school attendance is a matter of very great importance to the children and to the schools. Doubtless the majority of the cases of absences and tardinesses are necessary, but it is evident that pupils too often absent themselves from school without sufficient reason. Few pupils can maintain a creditable standing in their classes, and be irregular in attendance. Many of those who fail of promotion might have succeeded had they been present every day. A necessary absence is a misfortune; an unnecessary one is a disgrace. If parents would co-operate with us more fully in this matter, I am sure the results would be satisfactory.

CONCLUSION

As the end of another school year is reached, and we try to take account of stock, it is with a feeling that some progress has been achieved. We are painfully aware that the results do not measure up to the standard we would like to see maintained, but we are comforted by the thought that all have been actuated by the highest sense of duty, and that actual results and ideals seldom perfectly agree.

Whatever success has been achieved is, in a very large measure

due to the unselfish and noble work of our teachers. I am glad to pay them this honest tribute, and to express my appreciation of their continued good-will and loyalty. Profiting by the experience, as well as by the mistakes of the past year, we shall continue the work of the future, confidently expecting a still larger degree of success. I appreciate also the harmony that has existed in the School Board, and feel very grateful for the help and confidence uniformly extended me.

Respectfully submitted,

U. G. WHEELER,
Superintendent.

EVERETT, December 31, 1903.

APPENDIX.

GRADUATING EXERCISES OF THE CLASS OF 1903,
EVERETT HIGH SCHOOL,
HIGH SCHOOL HALL,
TUESDAY EVENING, JUNE 23, AT 8 O'CLOCK

PROGRAM.

Entrance of Chorus. March: "New Colonial" *Hall*
ORCHESTRA.

Prayer.

REV. W. I. SWEET.

Salutatory.

ANNA HARRIS.

Cantata: "Longfellow's 'Building of the Ship'" *Labee*

a. Introduction.

b. Chorus: "Build Me Straight."

c. Recitation: "The Merchant's Word."

d. Soprano and Alto Duet: "Beautiful They Were."

e. Choral Recitation: "'Thus,' said he, 'We Will Build the Ship.'"

f. Air: "The Master's Word."

g. Chorus: "Ah! How Skillful Grows the Hand."

Presentation of Class Gift.

DEXTER E. COGGESHALL.

Acceptance for School.

JAMES G. PEEDE.

Announcement of Honors.

HIS HONOR MAYOR BRUCE.

Cantata (continued).

a. Solo: "The Ocean Old."

b. Recitation and Chorus: "On the Deck."

c. Air and Chorus: "Then the Master."

Class Poem: "Metrical Translation of Horace's Ode, 'Ad Lyram.'"

HERMAN W. COVEY.

Valedictory Essay: "On the Influence of Poetry."

MAUD E. CLAFF.

Cantata (concluded).

a. Soprano Solo: "How Beautiful She Is."

b. Trio: "Sail Forth into the Sea of Life."

c. Chorus and Soprano Solo: "Sail On, nor Fear."

(In rendering the cantata, the chorus will be assisted by Miss Olive Brooks.)

Address.

HON. CHARLES J. NOYES.

Presentation of Diplomas.

SUPERINTENDENT U. G. WHEELER.

Chorus "To Thee, O Country!" *Eichberg*

Selection: "Dawn of Love" *Bennett*

Orchestra.

GRADUATES.

Academic Course.

WILLIAM W. B. ALEXANDER.	ANNA MARTHA GILMAN.
EMILY M. ANDERSON.	THOMAS J. HOLMES.
FLORENCE GERTRUDE BRAGAN.	BERTHA IRENE LEAVITT.
GUSTAV A. BRAUN.	ALICE H. MCCAUSLAND.
ANNIE LINCOLN GARFIELD BUSBY.	HATTIE A. NASON.
MAUD E. CLAFF.	HELEN FAY NOON.
CHARLES W. COLLINS.	SIMON POFCHER.
HERMAN W. COVEY.	HUGH WALLACE SMITH.
ALEXANDER ALFRED DAY.	GRACE LILLIAN SNOW.
LESTER SYLVANUS FLINT.	ELIZABETH STERLING.

GERTRUDE AMELIA WOOLNER.

Classical Course.

MINNIE LOUISE ALLEN.	FRANCES A. HAHN.
NELLIE ETHEL BEAN.	ANNA HARRIS.
MARION JUDITH BOYNTON.	MIRIAM HANNAH HARRIS.
EVA C. COOK.	JESSIE EMILY HENDERSON.
MARY JOANNA GREEN.	ISABEL STEVENSON MONRO.
SADIE E. SAWYER.	

English Course.

JOHN HARRISON MACDONALD.	JULIA ETTA MCDONALD.
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Post-Graduate Course.

VERA GORDON MCKAY.

Special Course.

DEXTER ELTON COGGESHALL.	PRESCOTT WOODBRIDGE HILTON.
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Graduating Exercises

...OF...

The Everett Grammar Schools,

CENTRE, HORACE MANN, LINCOLN,
WARREN, WEBSTER,

HORACE MANN HALL,

Wednesday and Thursday Evenings, June 24 and 25, 1903.

AT EIGHT O'CLOCK.



Wednesday Evening.

CENTRE SCHOOL.

Motto: Triumph through Toil.
Color: Rose.

HORACE MANN SCHOOL.

Motto: Not for Ourselves Alone.
Color: Crimson.

Thursday Evening.

LINCOLN SCHOOL.

Motto: Self-respect is the Corner-
stone of All Virtue.
Colors: Green and White.

WARREN SCHOOL.

Motto: Know Thyself.
Colors: Purple and White.

WEBSTER SCHOOL.

Motto: Self-conquest.
Color: Pink.

PROGRAM.

Wednesday Evening, June 24.

Entrance of Classes.

Chorus: "Unfold, Ye Portals" (from "Redemption") *Gounod*
Prayer.

REV. J. W. JONES.

Chorus: "Out on the Deep" *Lohr*
For bass chorus, with obligato accompaniment, for first
and second soprano and alto *Arr. by C. B. Rich*

Address.

HON. H. HEUSTIS NEWTON.

Chorus: "The Lost Chord" *Arr. by Macy. A. Sullivan*
Presentation of Diplomas.

U. G. WHEELER, Superintendent of Schools.

Chorus: "In the Harbor We've Been Sheltered"
Arr. from "Martha" by G. A. Veazie

Thursday Evening, June 25.

Entrance of Classes.

Chorus: "Unfold, Ye Portals" (from "Redemption") *Gounod*
Prayer.

REV. T. RICHARD PEEDE.

Chorus: "Out on the Deep" *Lohr*
For bass chorus, with obligato accompaniment, for first
and second soprano and alto *Arr. by C. B. Rich*

Address.

HON. ARTHUR W. HATCH.

Chorus: "The Lost Chord" *Arr. by Macy. A. Sullivan*
Presentation of Diplomas.

U. G. WHEELER, Superintendent of Schools.

Chorus: "In the Harbor We've Been Sheltered"
Arr. from "Martha" by G. A. Veazie

SCHOOL ORGANIZATION.

SUPERINTENDENT OF INSTRUCTION.

U. G. WHEELER	Salary, \$2,500 00
Superintendent's Clerk, JENNIE S. DORETY	Salary, 550 00

TEACHERS.

HIGH SCHOOL.

Year Elected.	Name and Grade.	Salary.
1893	WILBUR J. ROCKWOOD, Principal	\$2,500 00
1894	CHARLES R. HERRICK, Science	1,500 00
1900	GEORGE H. CAIN, Commercial Branches	1,400 00
1902	CHESTER M. BLISS, Latin, Greek	1,200 00
1892	MABELLE N. CHASE, History, Latin	750 00
1892	KATHERINE B. TITUS, Latin, French	750 00
1895	FRANCES E. HOYT, French, German	750 00
1893	ALICE A. BADGER, Mathematics	700 00
1895	ALMIRA S. FREEMAN, Mathematics, Greek, English	700 00
1903	MAUD BROWN, English	700 00
1900	BESSIE D. BROWN, Stenography, Typewriting	600 00
1902	MABEL S. HASTINGS, Geometry, Latin, English, History	700 00
1902	ANNIE G. HILL, English, Botany, Algebra	700 00
1902	A. EDNAH McLEAN, Drawing	200 00
1903	FLORA G. EVEREST, Assistant in Typewriting	280 00

ADAMS SCHOOL.

1900	HELEN F. JACKSON, Principal	\$600 00
1903	MARIE HOWARD, Grade III.	450 00
1902	OLIVIA M. WOODS, Grade II.	500 00
1892	GERTRUDE L. HODGES, Grade I.	550 00

CENTRE SCHOOL.

1893	JOSEPH W. ARMINGTON, Principal	\$1,300 00
1897	HELEN H. HARRINGTON, Grade IX.	600 00
1860	EMILY E. CHADBOURNE, Grade VIII.	600 00
1895	AGNES WESTCOTT, Grade VII.	575 00
1902	HELEN A. WATERMAN, Grade VII.	450 00
1892	ADDIE S. MATHEWS, Grade VI.	575 00
1901	HARRIET M. DAVIS, Grade VI.	550 00
1900	ALICE M. TEELE, Grade V.	550 00
1901	ALICE B. HUMPHREY, Grade V.	550 00
1903	BINA M. SHOREY, Grade V.	500 00

DEVENS SCHOOL.

Year Elected.	Name and Grade.	Salary.
1889	SUSAN F. DRURY, Principal	\$950 00
1903	LINNIE M. MOULTON, Grade VI.	500 00
1903	JESSIE M. WALKER, Grade V.	500 00
1903	CAROLINE M. ARBUS, Grade IV.	450 00
1899	STELLA N. HALE, Grade IV.	550 00
1893	ANNA BATCHELDER, Grade III.	575 00
1902	ISABELLE HAY, Grade III.	500 00
1896	GRACE P. HATCH, Grade II.	575 00
1902	GRACE L. NARAMORE, Grade II.	500 00
1901	HELEN DOHERTY, Grade I.	550 00
1902	SUSAN M. FANNING, Grade I.	450 00
	ELGENIA A. CROSBY, Assistant	300 00
	H. MAY PERKINS, Assistant, per day	1 50

FRANKLIN SCHOOL.

1886	KATHERINE E. BURNS, Principal	\$650 00
1900	EULA F. BEMENT, Grade II.	550 00
1898	EDITH M. HALL, Grade II.	575 00
1902	PHENIE L. DUGAR, Grade I.	500 00
1901	FLORENCE A. HOLMES, Grade I.	500 00

GLENDALE SCHOOL.

1894	SUSAN H. WALLIS, Principal	\$800 00
1902	VESTA E. CHADWICK, Grade VII.	500 00
1900	EMMA M. GOODWIN, Grade VI.	575 00
1901	MARCIA C. YOUNG, Grade VI.	550 00
1898	BELLE MILLER, Grade V.	550 00
1900	M. A. LORDEN, Grade IV.	575 00
1900	SUSAN G. BAKEMAN, Grade III.	500 00
1901	ELLA MAE GAY, Grade III.	575 00
1901	CAROLINE R. LITTLE, Grade II.	575 00
1903	NETINA G. BISSETT, Grade II.	400 00
1902	MARIE E. DAGEMAN, Grade I.	450 00
1899	GERTRUDE KIDDER, Grade I.	575 00

HANCOCK SCHOOL.

1899	EMILY A. RANDALL, Principal	\$600 00
1903	MARY E. RICHARDS, Grade III.	450 00
1898	KATE H. LANDON, Grade II.	575 00
1900	ETHEL D. LOUD, Grade I.	550 00
1903	MABEL M. GARDNER, Grade I.	450 00
	AGNES C. DINSLOW, Assistant	300 00

LAFAYETTE SCHOOL.

Year Elected.	Name and Grade.	Salary.
1894	ESTELLE F. CAMPBELL, Principal	\$650 00
1903	LYDIA L. FARNHAM, Grade V.	450 00
1903	EVA GODDARD, Grade IV.	450 00
1903	MARY H. BAKER, Grade III.	450 00
1902	ELSIE MASON, Grade II.	450 00
1901	CARRIE W. CARPENTER, Grade I.	500 00

LINCOLN SCHOOL.

1895	MELISSA E. ELDER, Principal	\$1,300 00
1895	ALICE A. HALL, Grade IX.	600 00
1894	ABBIE A. SMITH, Grades VIII. and IX.	600 00
1898	JEANNETTE E. RUNNELS, Grade VIII.	575 00
1901	GERTRUDE H. McKELLAR, Grade VIII.	550 00
1896	MARY L. MERCHANT, Grade VII.	575 00
1902	LELIA H. SMITH, Grade VII.	500 00
1901	S. LOUISE SENTER, Grade VI.	575 00
1901	EDNAH A. WARREN, Grade V.	500 00

HORACE MANN SCHOOL.

1891	JOHN W. LILLIS, Principal	\$1,600 00
1894	JULIA L. FRANK, Grade IX.	600 00
1898	ELLEN L. ALBEE, Grade IX.	600 00
1900	MARIE M. McKENNA, Grade VIII.	575 00
1900	ELMA CLARK, Grade VIII.	575 00
1898	ETHELYN M. LONG, Grade VII.	575 00
1902	GERTRUDE L. SPENCER, Grade VII.	450 00
1890	LIZZIE J. PEASLEE, Grade VI.	575 00
1894	IDA E. J. LANGE, Grade V.	575 00
1902	ROSA M. BUMSTEAD, Grade V.	575 00
1901	EUNICE A. FOSTER, Grade IV.	575 00
1885	MABEL E. BEERS, Grade III.	575 00
1903	HELEN S. WOODMAN, Grade III.	450 00
1892	NELLIE M. SPARRELL, Grade II.	550 00
1903	NELLIE L. MOODY, Grade II.	500 00
1900	EFFIE J. COLLINS, Grade I.	550 00
1902	EDITH MATHEWS, Grade I.	450 00

MT. WASHINGTON SCHOOL.

1892	JENNIE E. WHITAKER, Principal	\$950 00
1902	E. LUELLE HUTCHINS, Grade VIII.	550 00
1900	SHIRLEY T. RICE, Grade VII.	575 00
1899	ADELIA F. RICHARDSON, Grade VI.	575 00
1896	N. LOUISE LANCEY, Grade V.	575 00

Year Elected.	Name and Grade.	Salary.
1901	EDITH F. RUSSELL, Grade IV.	500 00
1901	GRACE E. POTTER, Grade III.	500 00
1903	DESIRE HALL, Grade III.	450 00
1893	HANNAH P. CURRIER, Grade II.	575 00
1903	F. LOUISE BRADFORD, Grade I.	450 00
1903	BLANCHE G. VARNEY, Grade I.	450 00
	ESTHER FOGG, Assistant, per day	1 50

NICHOLS SCHOOL.

1894	JOSEPHINE A. UPHAM, Principal	\$1,000 00
1902	KATHERINE C. NICKELS, Grade VIII.	500 00
1901	ELIZABETH D. RIDEOUT, Grade VII.	550 00
1900	HARRIET M. BROWN, Grade VI.	550 00
1902	AMY W. SHAW, Grade V.	500 00
1896	M. ELLA McCANN, Grade IV.	575 00
1899	MAY C. BASCOM, Grade III.	575 00
1901	ETHEL A. SILLS, Grade II.	550 00
1900	SUSIE L. BALKAM, Grade I.	550 00
	DAISY L. CHENERY, Assistant	300 00

WARREN SCHOOL.

1903	A. M. SMITH, Principal	\$1,100 00
1898	EMMA P. HARDING, Grades VIII. and IX.	600 00
1901	ANNA G. DOYLE, Grade VII.	500 00
1903	HELEN A. FINN, Grade VI.	450 00
1903	ALICE M. WING, Grade V.	450 00
1903	SARAH I. GURENSEY, Grade V.	450 00
1903	LENA M. LISCOM, Grade IV.	450 00
1900	MAY L. ABBOTT, Grade IV.	575 00
1902	FLORENCE E. DOWNING, Grade III.	450 00

WEBSTER SCHOOL.

1902	GEORGE I. BOWDEN, Principal	\$1,300 00
1899	EMMA CLARK, Grade IX.	600 00
1901	EDITH A. EARHART, Grade VIII.	575 00
1901	LAURA M. PEASE, Grade VII.	500 00
1891	MAE C. COPELAND, Grade VI.	575 00
1898	MARY A. MANNING, Grade V.	575 00
1897	JULIA G. STOCKBRIDGE, Grade IV.	575 00
1900	HELEN HARMON, Grade III.	550 00
1900	EDITH M. STEWART, Grade II.	575 00
1903	LELIA R. BOOTHBY, Grade II.	500 00
1903	ISABELLE PATTERSON, Grade I.	400 00
1902	A. MAE BRACKETT, Grade I.	450 00
	JULIA M. CHASE, Assistant	300 00

WINSLOW SCHOOL.

Year Elected.	Name and Grade.	Salary.
1893	MARGARET GIVEN, Principal	\$800 00
1901	MARY A. LAWRY, Grade VII. . . .	550 00
1901	M. ABBIE TARBETT, Grade VI. . . .	450 00
1897	EVA A. BROWN, Grades V. and VI. . . .	575 00
1897	PHILA J. WILLIAMS, Grade V. . . .	575 00
1901	GERTRUDE E. DOWNING, Grade IV. . . .	500 00
1901	IDA B. JAMIESON, Grade III. . . .	500 00
1903	ELIZABETH B. MARSTON, Grade II. . . .	450 00
1903	ELIZABETH E. GOODWIN, Grades I. and II. . . .	450 00
1873	ALICE J. SPALDING, Grade I. . . .	575 00

WINTHROP SCHOOL.

1898	CLARA CLEMENT, Principal	\$650 00
1898	GRACE HASKELL, Grade III. . . .	575 00
1897	ISA M. JAMES, Grade II. . . .	575 00
1900	EMMA A. SCHOFF, Grade I. . . .	550 00
	BERTHA P. FLINT, Assistant, per day	1 50
	DAISY KING, Assistant	300 00

EVENING SCHOOL.

	Per Evening.
EDWIN A. HILTON, Principal	\$4 00
MARIETTA CURRIER, Assistant	2 00
STEPHEN J. GILMAN, Assistant	2 00
NEWTON D. BENSON, Drawing	4 00
JULIA F. FORDE, Stenography	2 00
FLORA G. EVEREST, Typewriting	2 00

SUPERVISING TEACHERS.

1896	ALBERT S. COLBURN, Music	\$1,300 00
1902	GRACE ELLIOTT, Drawing	700 00
1902	RUBY M. HODGE, Manual Training	700 00
1902	NANNIE G. BURNHAM, Sewing	425 00
1902	GERTRUDE D. JACKSON	425 00

JANITORS.

	LEWIS TAFT, Adams	\$400 00
	JOSIAH B. PARKER, Centre	750 00
	JAMES L. HOUSE, Devens	750 00
	GEORGE DOWNING, Franklin	400 00
	JOSEPH WOOD, Glendale	650 00
	MAYO MORSE, Hancock	400 00
	ALFRED A. CARRUTH, High	1,400 00

Year Elected.	Name and Grade.	Salary.
	JAMES KAVANAUGH, Lafayette	\$400 00
	JAMES D. ACKERMAN, Lincoln	650 00
	ALLAN T. MCLEOD, Horace Mann	1,400 00
	FRED A. FAY, Mt Washington	700 00
	JAMES T. FARMER, Nichols	650 00
	THEODORE O. PARKER, Warren	700 00
	PERRY J. TRAILL, Webster	650 00
	EZEKIEL F. MANN, Winslow	650 00
	H. A. KELLOGG, Winthrop	400 00

TRUANT OFFICER.

GEORGE M. HUNTLEY	\$400 00
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ATTENDANCE BY GRADES.

SCHOOLS	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS	GIRLS	Average membership	Average attendance	Per cent of attendance	Half days of absence	Cases of tardiness
HIGH	Wilbur J. Rockwood	361	124	237	315.03	301.73	95.74	4,928	418
ADAMS	Ruphelle Luce Gertrude E. Downing Olivia M. Woods Mattie E. Beale	55 57 46 84	25 34 22 50	30 23 24 34	43.40 51.66 38.00 58.41	42.15 49.82 36.30 54.24	97.12 96.47 95.52 92.86	443 649 600 1,479	44 62 60 105
	Totals	242	131	111	191.47	182.51	95.31	3,171	271
CENTRE	J. W. Armington Helen Harrington Agnes Westcott Emily E. Chadbourne Helen A. Waterman Mary A. Sargent Addie S. Matthews Harriet M. Davis Alice M. Teele Alice B. Humphrey	47 42 46 46 33 50 56 58 69	18 24 23 24 22 27 33 28 40	29 18 23 22 11 23 23 30 29	43.21 34.42 39.4 41.63 31.8 44.48 45.03 49.84 49.12	41.64 32.79 36.6 38.47 26.74 41.95 42.01 46.18 45.30	96.33 95.27 92.8 92.37 84.00 94.35 93.29 92.65 91.97	556 584 777 1,136 891 985 771 1,276 1,391	23 12 31 72 133 60 150 52 70
	Totals	447	239	208	378.93	351.68	92.80	8,367	603

ATTENDANCE BY GRADES.

SCHOOLS	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS	GIRLS	Average membership	Average attendance	Per cent of attendance	Half days of absence	Cases of tardiness
DEVENS	Susan F. Drury	52	26	26	44.74	43.03	96.16	621	18
Grade VI.	Bertha Sanfor	63	35	28	53.21	50.81	95.48	827	37
Grade V.	Mary Plumer	42	24	18	39.31	37.31	94.91	693	16
Grade IV.	Stella N. Hale	53	22	31	45.33	43.27	95.44	756	12
Grade IV.	Nellie Jackson	55	28	27	48.53	46.51	95.84	747	37
Grade III.	Etta Rochfort	55	28	27	49.36	46.62	94.44	973	57
Grade III.	Anna Batchelder	46	23	23	41.72	39.01	93.52	974	57
Grade II.	Grace Hatch	48	19	29	39.29	36.69	93.38	926	72
Grade II.	Grace Narramore	72	36	36	61.25	55.87	91.21	1,904	58
Grade I.	Helen Doherty	68	34	34	56.92	52.46	92.16	1,674	70
Grade I.	Susan Fanning								
	Totals	554	275	279	479.66	451.58	94.14	10,095	434
FRANKLIN	Katherine Burns	41	19	22	38.43	37.21	96.82	.436	29
Grade III.	Edith M. Hall	47	26	21	42.99	41.13	95.67	684	35
Grade II.	Phenie L. Dugar	67	37	30	50.29	44.94	89.36	1,657	62
Grade I.	Florence A. Holmes	60	41	19	54.72	51.55	94.21	1,241	63
	Totals	215	123	92	186.43	174.83	93.78	4,018	189

SCHOOLS	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS	GIRLS	Average membership	Average attendance	Per cent of attendance	Half days of absence	Cases of tardiness
GLENDALE..... Grade VI. Grades V. and VI. Grade V. Grade V. Grade IV. Grade III. Grade III. Grade II. Grades I. and II. Grade I.	Susan H. Wallis Emma Goodwin Marcia C. Young M. Emily Hodge Vesta E. Chadwick M. A. Lorden M. Mae Gay Susan G. Bakeman Caroline R. Little Mabel Hunter E. Gertrude Kidder	60	40	20	46.90	44.96	95.88	706	46
		47	14	33	40.81	39.38	96.44	536	13
		53	20	33	42.14	39.99	94.58	794	42
		54	24	30	43.32	41.49	95.86	650	63
		66	30	36	53.57	51.94	96.97	589	66
		43	21	22	37.42	35.20	93.99	799	70
		32	16	16	24.11	22.72	94.25	503	26
		71	26	45	49.52	45.62	92.16	1,395	51
		39	19	20	33.52	30.46	91.12	930	86
		84	47	37	56.54	51.68	91.17	1,755	97
		549	257	292	427.85	403.44	94.29	8,657	560
	Totals	549	257	292	427.85	403.44	94.29	8,657	560
HANCOCK..... Grade IV. Grade III. Grade II. Grade I.	Alice E. Chase Emily A. Randall Kate H. Landon Ethel D. Loud	60	29	31	45.42	43.09	94.94	821	51
		56	29	27	52.35	49.37	94.31	1,061	76
		62	35	27	47.85	44.32	93.21	771	52
		95	51	44	66.45	58.63	87.88	2,776	370
	Totals.....	273	144	129	212.07	195.41	92.59	5,429	549

ATTENDANCE BY GRADES.

SCHOOLS	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS	GIRLS	Average membership	Average attendance	Per cent of Attendance	Half days of absence	Cases of tardiness
LAFAYETTE									
Grade IV.	Alice M. Kyle	46	26	20	44.4	42.24	86.26	605	21
Grade III.	Estelle F. Campbell	35	21	14	31.2	29.82	95.58	491	5
Grade II.	Elsie Mason	62	33	29	48.76	46.65	95.14	696	40
Grade I.	Carrie W. Carpenter	76	37	39	59.33	54.75	92.23	1,627	56
	Totals	219	117	102	183.69	173.46	94.43	3,419	122
LINCOLN									
Grade IX.	Melissa E. Elder	50	21	29	45.27	43.48	96.04	638	18
Grade IX.	Alice A. Hall	49	20	29	46.00	44.13	95.93	666	24
Grade VIII.	Abbie A. Smith	45	21	24	39.33	36.96	93.97	843	54
Grade VIII.	Jeanette Runnells	48	17	31	42.48	39.53	93.05	1,048	20
Grade VII.	Gertrude H. McKellar	46	26	20	41.95	40.08	95.54	667	27
Grade VII.	Mary L. Merchant	47	26	21	43.20	41.27	95.53	686	60
Grade VI.	Lelia H. Smith	53	33	20	43.74	41.93	95.86	645	45
Grade VI.	Louise Senter	65	32	33	58.62	56.22	95.90	854	76
	Totals	403	196	207	360.59	343.60	95.28	6,047	324

SCHOOLS	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS		GIRLS	Average membership	Average attendance	Per cent of attendance	Half days of absence	Cases of lardiness
HORACE MANN.....	John W. Lillis	52	23	29	46.32	44.18	95.34	750	32	
Grade IX.	Julia L. Frank	52	11	41	50.31	47.84	95.09	887	28	
Grade IX.	Ellen L. Albee	49	15	34	41.96	40.13	95.69	644	24	
Grade VIII.	Marie McKenna	50	26	24	48.9	46.69	95.48	793	31	
Grade VIII.	Elma Clark	52	29	23	51.33	48.46	94.40	1,030	39	
Grade VII.	Ethelyn M. Long	52	26	26	46.43	44.22	95.12	868	22	
Grade VII.	Eva Steele	50	22	28	48.16	45.69	94.89	875	39	
Grade VI.	Lizzie J. Peaslee	58	32	26	54.68	52.52	96.03	1,564	72	
Grade V.	Ida E. J. Lange	39	22	17	43.94	41.69	95.00	810	25	
Grade IV.	Eunice A. Foster	42	23	19	40.71	38.91	95.57	660	51	
Grade IV.	Mabel E. Beers	49	22	27	44.36	40.67	95.87	1,564	32	
Grade III.	Clara L. Hammond	48	29	19	45.54	43.72	96.00	757	73	
Grade II.	Jennie M. Twiss	44	21	23	37.25	34.5	92.61	1,549	65	
Grade II.	Nellie M. Sparrell	39	19	20	32.82	31.37	95.63	876	38	
Grade I.	Edith H. Matthews	36	25	11	34.51	32.32	93.81	835	45	
Grade I.	Effie J. Collins									
	Totals	712	345	367	667.22	632.91	94.84	14,462	616	

ATTENDANCE BY GRADES.

SCHOOL	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS	GIRLS	Average membership	Average attendance	Per cent of attendance	Half days of absence	Cases of tardiness
MT. WASHINGTON..... Grade VIII. Grade VII. Grade VI. Grade V. Grade IV. Grade III. Grade II. Grade I.	Jennie E. Whitaker E. Luella Hutchins Shirley T. Rice A. F. Richardson N. L. Lancy Edith F. Russell Grace E. Potter Hannah P. Currier Gertrude L. Hodges	32 34 42 50 58 49 66 91	12 23 23 22 31 24 30 52	20 11 19 28 27 25 36 39	28.58 44.4 41.37 40.67 47.38 45.46 60.83 73.02	27.5 41.83 39.52 38.27 44.90 43.24 57.44 68.97	96.39 94.26 95.52 94.20 94.77 95.13 95.42 94.53	350 907 610 816 881 755 1,186 1,659	15 29 27 31 77 25 55 160
	Totals	422	217	205	381.71	361.67	94.74	7,164	419
NICHOLS Grade VIII. Grade VII. Grade VI. Grade V. Grade IV. Grade III. Grade II. Grade I.	Josephine A. Upham Katherine C. Nickels Elizabeth D. Rideout Harriet M. Brown Amy W. Shaw M. Ella McCann Mary C. Bascom Ethel A. Sills Susy L. Balkam	28 32 46 52 58 55 59 59	12 14 24 27 31 30 25 26	16 18 22 25 27 25 34 33	24.05 27.49 35.99 44.37 44.98 45.50 47.61 46.98	23.4 26.66 34.40 42.30 43.67 43.31 46.19 44.16	97.29 97.05 95.63 95.32 97.21 95.16 97.07 94.09	243 294 557 769 410 790 535 1,005	15 18 37 61 55 43 46 57
	Totals	389	189	200	316.97	304.09	95.93	4,603	332

SCHOOL	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS	GIRLS	Average membership	Average attendance	Per cent of attendance	Half days of absence	Cases of cardiness
WARREN	Samuel R. Brown Emma P. Harding } Anna G. Doyle Elgiva B. Luce Eva A. Brown Rosa M. Bumstead May L. Abbott Helen L. Galvin Florence E. Downing Eula F. Bement	48 54 58 56 68 52 62 58	21 32 32 30 35 24 27 33	27 22 26 26 33 28 35 25	40.00 45.15 46.19 44.53 52.89 45.26 48.28 48.89	38.32 42.90 44.22 42.54 49.09 42.67 45.07 45.97	96.37 95.02 95.73 95.00 92.44 94.26 94.25 93.41	1,665 830 2,094 553 1,244 943 2,727 2,252	10 24 49 26 16 20 31 22
	Totals	456	234	222	371.19	350.78	94.50	12,308	198
WEBSTER	George I. Bowden Emma Clark Edith A. Earhart Laura M. Pease Mae C. Copeland Mary A. Manning Julia G. Stockbridge Helen Harmon Edith M. Stewart May F. Morgan Helen Latham Marie E. Dageman	53 47 60 48 62 54 58 36 34 32 47	17 23 26 26 29 30 33 16 23 17 26	36 24 34 22 33 24 25 20 11 15 21	48.27 42.14 50.55 47.11 46.61 45.91 48.59 34.44 24.72 33.29 33.94	45.88 39.94 46.61 45.02 44.08 43.58 45.21 32.58 22.33 29.15 30.55	94.58 94.77 92.25 95.56 94.57 94.80 93.09 94.67 94.29 87.59 89.8	861 802 1,363 847 830 835 1,211 672 537 1,543 1,127	30 34 28 21 17 26 24 28 40 33 117
	Totals	531	266	265	455.57	434.93	93.27	10,628	398

ATTENDANCE BY GRADES.

SCHOOLS	TEACHERS	No. pupils enrolled exclusive of re-enrollment	BOYS	GIRLS	Average membership	Average attendance	Per cent of attendance	Half days of absence	Cases of tardiness
WINSLOW									
Grade VII.	Margaret Given	46	20	26	40.12	38.26	95.36	659	48
Grade VI.	Mary A. Lawry	49	26	23	44.33	41.74	94.18	898	40
Grade V.	Abbie M. Tarbett	45	27	18	39.05	36.99	94.72	728	48
Grades IV. and V.	Sara Littlefield	47	22	25	45.31	42.31	93.37	1,052	44
Grade IV.	Phila J. Williams	49	28	21	45.24	44.28	97.87	495	49
Grade III.	Eva M. Barrows	62	35	27	51.12	47.86	93.62	942	62
Grade II.	Ida B. Jamieson	49	26	23	41.35	39.35	95.16	699	68
Grade I.	Sarah E. Hammond	48	23	25	39.65	36.80	92.81	1,012	56
Grade I.	Alice J. Spalding	30	22	8	25.99	23.79	91.53	2,238	62
Grade I.	May Hortense Brown								
	Totals	425	229	196	372.16	351.38	94.41	8,723	477
WINTHROP									
Grade IV.	Clara Clement	45	22	23	40.2	38.84	96.61	421	21
Grade III.	Grace Haskell	62	27	35	50.39	48.70	96.64	601	56
Grade II.	Isa M. James	55	23	32	43.93	41.97	95.53	700	28
Grade I.	Emma Schoff	74	37	37	61.35	56.53	92.14	1,703	22
	Totals	236	109	127	195.87	186.04	94.98	3,425	127

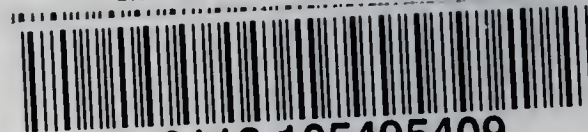
TABLE II.—COMPARISON BY YEARS.

Statistical years ending Feb. 23 and 29; December 31, after 1880.	Whole No. of Pupils. Fall Term.	Whole No. of Pupils. Winter Term.	Whole No. of Pupils. Spring Term.	Average Number of Pupils.	Average Attendance.	†Whole number of Children between 5 and 15 years of age May 1; Sept. 1 after 1898.	Per cent of average attendance to number of children between 5 and 15 years of age.	Number of Teachers employed.
1870-71.....	.....	.....	.....	.....	341	432	78.93	10
1871-72.....	.....	.....	.....	.....	399	503	79.32	11
1872-73.....	.....	575	532	432	428	541	79.11	14
1873-74.....	.....	609	583	481	445	602	73.92	16
1874-75.....	.....	537	593	501	483	618	78.16	17
1875-76.....	.....	650	623	518	*475	680	69.85	17
1876-77.....	.....	664	653	556	506	697	72.50	16
1877-78.....	.....	676	638	573	515	724	71.06	15
1878-79.....	.....	754	709	611	561	744	75.04	17
1879-80.....	.....	756	744	648	595	734	81.06	17
1880-81.....	.....	846	752	687	622	764	81.41	19
1881*.....	.....	825	785	715	640	832	76.92	20
1882.....	890	763	774	743	674	879	76.67	21
1883.....	958	847	844	825	752	912	82.45	22
1884.....	1,031	893	894	882	800	965	82.90	26
1885.....	1,157	1,012	1,017	987	894	1,039	86.04	26
1886.....	1,231	1,116	1,152	1,083	985	1,145	86.03	29
1887.....	1,354	1,159	1,204	1,141	1,018	1,217	83.65	30
1888.....	1,549	1,317	1,428	1,305	1,181	1,415	83.47	31
1889.....	1,739	1,580	1,596	1,484	1,349	1,659	81.13	37
1890.....	2,146	1,680	1,792	1,873	1,539	1,847	83.32	41
1891.....	2,459	1,998	2,024	2,160	1,793	2,173	82.55	52
1892.....	2,904	2,364	2,443	2,337	2,180	2,541	85.82	61
1893.....	3,122	2,608	2,772	2,598	2,435	2,724	89.39	71
1894.....	3,477	2,991	3,187	2,906	2,748	3,040	90.26	81
1895.....	3,935	3,357	3,386	3,291	3,121	3,300	94.59	90
1896.....	4,248	3,638	3,600	3,600	3,432	3,638	94.07	103
1897.....	4,615	3,713	3,919	3,791	3,576	3,713	96.31	113
1898.....	4,976	4,326	4,261	4,171	3,959	4,175	94.84	120
1898-99.....	4,976	4,609	4,609	4,311	4,069	4,381	92.87	128
1899-00.....	5,328	4,933	4,966	4,602	4,347	4,381	99.22	136
1900-01.....	5,721	5,182	5,101	4,917	4,602	4,456	103.29	146
1901-02.....	5,339	5,134	4,952	5,123	4,809	4,352	110.75	162
1902-03.....	6,090	5,696	5,571	5,554	5,245	5,034	104.19	173

* Interruption of school by burning of Centre Schoolhouse.

† After 1899 the number of children between the ages of 5 and 15 is the number enumerated by the September census at the beginning of the school year.

UNIVERSITY OF ILLINOIS-URBANA



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